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ABSTRACT

This bulletin states the physical education objectives of the Montgomery County, Maryland, public schools and lists specific goals for children from kindergarten through the eighth grade in physical education. (JD)

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PROGRAM OF STUDIES

PHYSICAL EDUCATION, K-8

Department of Instructional Planning and Development
Montgomery County Public Schools
Rockville, Maryland

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The Goals of Education

Adopted by the Board of Education — February 12, 1973

The goals of education for the Montgomery County Public Schools are set forth in this statement of public policy to guide the school system in developing, implementing, and improving educational programs for its students. This statement outlines those goals considered by the citizens of the county as most important for the education of their children in public schools and for which the citizens will hold the school system responsible and accountable.

The school system has the primary responsibility for some of these goals. For others, it shares that responsibility with the home and other community institutions.

The extent to which these goals can be realized will depend upon the endorsement by and continuing commitment of the school system staff, students, parents, and the community. With broad endorsement and wide support, the Montgomery County Public Schools will continue its development to serve its students and community in the most effective way possible.

Education is a process that encompasses the total experiences of each individual throughout a lifetime of formal and informal learning. The school program, as a keystone in this process, should provide opportunities and encouragement for students to acquire knowledge, to explore ideas, to ask questions, and to seek answers that will lead to sound and useful conclusions.

The probability of success motivates students to learn. Each school must create a program and maintain a climate in which every student has opportunities for success. Each individual is unique, and the school shall encourage that uniqueness. The school should help the student understand his [/her] values and the values of others.

The school program, while developing the skills of learning, should be based on the study of broad human concerns, flexible enough to deal with changing concerns and at the same time related to the needs, interests, and concerns of each student. The program should offer opportunities for decision-making. It should help the student develop the capacity to learn throughout his [/her] lifetime, to respond to and understand other human beings, and to accept full responsibility for the results of his [/her] actions.

Therefore, the Montgomery County Public Schools dedicates itself to provide the opportunity, encouragement, and guidance to make it possible for every child to attain the following goals of education:

ACADEMIC SKILLS

The fundamental responsibility of the school is to develop programs that enable each child to acquire those skills basic to all learning. The achievement of all other goals depends upon the success of the school in ensuring that each student, according to his [/her] own abilities, attain the following basic skills:

- **Reading:** The ability to read and comprehend written material and relate it to other knowledge
- **Composition:** The ability to write with precision, clarity, and acceptable usage, whether to inform, inspire, or persuade
- **Listening and Speaking:** The ability to listen attentively and with understanding and to speak with confidence and effectiveness, whether from written material or extemporaneously
- **Mathematics:** The ability to perform computations, to solve common problems of mathematics and logic, and to understand the structure of mathematics so it can be a useful tool in daily living
- **Study:** The development of basic study skills so that he [/she] may acquire knowledge efficiently
- **The Arts:** The development of some of the basic disciplines and skills in the performing and creative arts to be used throughout his [/her] life for communication, expression, and enjoyment
- **Observation:** The ability to identify and differentiate elements of the world around him [/her] as they are useful in personal, academic, and artistic pursuits

PHYSICAL DEVELOPMENT

Each person matures physically at a different rate and possesses differing capabilities. The school has the obligation to help each student:

- understand the biological functioning of his [/her] body
- make the best both of physical talents and limitations
- develop good health habits, skills, and interests to maintain his [/her] body in optimum condition throughout his [/her] lifetime

INTELLECTUAL DEVELOPMENT

In addition to acquiring academic skills, each individual should develop his [/her] intellectual capabilities to the fullest extent possible. Therefore, the school will encourage each pupil:

- to think creatively
- to reason logically
- to apply knowledge usefully
- to deal with abstract concepts
- to solve problems

THE INDIVIDUAL AND SOCIETY

Every person must learn to live in a society. The school must help each student develop an understanding of [people] and of how the individual depends upon others and they on him [/her]. This requires that each student gain:

- knowledge of himself [/herself] and the characteristics, needs, and desires he [/she] shares with others
- sensitivity to others and their ideas, and the ability to act responsibly in various situations
- the ability to function productively as a member of a group
- familiarity with the legal, moral, ethical, and cultural heritages of his [/her] and other societies
- knowledge of the various political systems and philosophies of the world

SCIENTIFIC UNDERSTANDING

[We] must exist in the natural world. The school must help each student understand nature's impact on [us] and [our] impact on nature. This requires that each student gain:

- knowledge of natural phenomena and their effect on [people]
- understanding of scientific advances and their part in modern technology
- understanding of the scientific method
- appreciation of the ways in which the application of scientific principles can improve the quality of life while preserving the natural order

AESTHETIC EXPRESSION

[We], to realize [our] full potential, must be able to sense and appreciate beauty in the world around [us], whether created by nature or by [people]. The school must help each student gain:

- knowledge of the nature of the creative performing arts
- experience with a wide variety of art forms
- a perspective for developing his [/her] own aesthetic criteria and tastes
- understanding of the contribution of the arts to human communication

CAREER DEVELOPMENT

Productive and satisfying work enriches [our lives]; and with increasing leisure time, many people will use various occupational skills for avocational purposes as well. The school must help each student gain:

- knowledge and appreciation of the wide variety and interrelationships of occupations in modern society
- opportunities to explore potential occupations in relation to personal aptitudes and interests, unrestricted by stereotypes of sex, race, or socio-economic level
- the knowledge, skills, and abilities that enable him [/her] to secure satisfying employment, embark upon further training and education in a chosen career field, and adapt occupational talents to changing job demands and opportunities

COMMITMENTS

The Board of Education and the staff of the Montgomery County Public Schools must create and maintain an educational environment that promotes the attainment of these goals by all students. Toward this end, therefore, the public schools make the following commitments to the citizens of Montgomery County:

- ***To attract and retain the most qualified and best trained staff possible through dynamic programs of recruitment, supervision, and continuing in-service training and staff development opportunities***
- ***To develop and implement a comprehensive and flexible instructional program to achieve the aforementioned goals and to provide the facilities, materials, and equipment needed to enhance the effectiveness of the program***
- ***To evaluate the effectiveness of the instructional program continuously, and regularly report the findings to students, parents, staff, and the community***
- ***To adopt new and different approaches when it is determined that they will contribute more effectively to the fulfillment of the goals***
- ***To encourage a continuing dialogue with the entire community, making every effort to communicate needs and achievements, and to be responsive to the needs and aspirations of the school community***
- ***To utilize facilities and staff, in cooperation with other agencies, in the development of preschool, community school, and adult education programs that will meet the continuing educational needs of all citizens***
- ***To provide an accountability procedure for informing county citizens of the objectives and costs of their school system and of reporting periodically on the educational investments made with their tax dollars***

PHYSICAL EDUCATION, GRADES K-8

POINT OF VIEW

Instructional programs in physical education are based on the play and movement behavior of young people during their school years. The essential focus is on helping students to develop motor abilities which permit them to respond and act in effective and satisfying ways. Since some students need special instruction for various physical, mental, and emotional causes, attention is being given to the development of adaptive physical education approaches.

Of initial importance in the primary grades is the learning of basic motor patterns and perceptual motor skills, some of which appear to have an effect upon academic progress. The development of a positive self-concept is encouraged as the teacher seeks evidence of individual progress and designs the program so that all children have opportunities to be successful.

Physical education is both a means and an end. It is a *means* in that it provides a medium for achieving optimum growth and development of the person. Instructional situations should provide students with opportunities to learn and practice desirable social behavior. Both the process of skill acquisition and the ultimate level of achievement should serve as a source of enjoyment and challenge for the learner. Physical education is an end in itself because the benefits of activity are both pertinent and necessary no matter what one's age group.

Health and physical fitness are vital in today's living. Physical education's unique contribution is the development of these traits in an individual. A major emphasis of the program, therefore, is to encourage involvement in physical activity throughout life. More people have leisure time today than ever before. Physical education should provide the skills and concepts by which these leisure hours can be filled with the most satisfaction and enjoyment. Furthermore, such matters as the relation of exercise and physical fitness to weight control and heart disease are being studied.

The goals of physical education are to help the student:

Develop and maintain appropriate levels of physical fitness

Acquire safety skills and habits

Acquire a variety of general movement patterns and specific motor skills which lead to mastery and enjoyment of physical activity

Develop skills in a variety of sport and recreational activities, which may be enjoyed throughout life

Realize the value of exercise for organic health and maintenance

Understand the principles involved in effective movement

Develop desirable social behaviors and ethical concepts

Develop desirable attitudes to cope with stress and emotion through competitive activities

Appreciate one's strengths and accept one's own limitations as well as those of others and assume supportive or leadership roles as the situation may dictate

Evaluate the various forms of exercise and sport on the basis of personal and cultural values

OBJECTIVES OF PHYSICAL EDUCATION

The goals of education for Montgomery County Public Schools* are set forth in a statement of public policy to guide the school system in developing, implementing, and improving educational programs for its students. The goal of physical development states:

> Each person matures physically at a different rate and possesses different capabilities. The school has the obligation to help each student:
>
> Understand the biological functioning of his [/her] body
>
> Make the best both of physical talents and limitations
>
> Develop good health habits, skills, and interests to maintain his [/her] body in optimum condition throughout his [/her] lifetime.

To promote attainment of this goal, the physical education program will endeavor to accomplish the following objectives:

I. The student will attain an appropriate level of physical fitness —

by developing and maintaining a level of physical fitness appropriate to his/her age and/or grade level and health status. Physical fitness refers to the level of efficiency of the muscular, circulatory, and respiratory systems.

II. The student will demonstrate a positive attitude toward physical activity —

by supporting physical activity programs and participating regularly in a variety of physical activities.

III. The student will acquire knowledge and understanding that facilitate participation in a variety of physical activities —

demonstrating a knowledge of the vocabulary, rules, and strategies of a variety of physical activities as well as concepts and principles relating to physical performances.

IV. The student will develop basic skills relating to a variety of physical activities —

demonstrating proficiency in the basic movement patterns and fundamental skills necessary to participate in a variety of physical activities.

V. The student will demonstrate positive social and emotional behavior —

adapting in a positive manner to social and emotional demands relevant to participation in physical activities. This includes self- and group adjustment through the realization of individual abilities and capacities essential to the welfare of self and others.

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*approved February 12, 1973 by the Board of Education of Montgomery County, Maryland

VI. The student will understand how participation in physical activities contributes to healthful living —

demonstrating a knowledge of the relationship between physical activity and the development of physical, mental, and emotional health. Safety practices learned through participation in various physical activities should be reflected in day-to-day living situations.

VII. The student will value activity as a means of self-realization and fulfillment —

gaining personal enjoyment and satisfaction from participating in and observing physical activity. Development of this attitude focuses on opportunities to be creative and expressive through physical activity and encourages artistic and aesthetic satisfaction through movement.

Objectives stressed during each class period should help the student to:

- appreciate his/her strengths and accept his/her own limitations
- appreciate the strengths and limitations of others
- develop desirable ethical concepts; e.g., honesty
- develop desirable social behaviors; e.g., consideration for the feelings of others
- develop desirable attitudes to cope with stress and emotion through competitive activities; e.g., withholding profanity and exhibiting self-control
- assume supportive or leadership roles as the situation may dictate

These objectives can be taught verbally; but recognizing and utilizing the "teachable moments" and taking advantage of informal opportunities to talk with students in small groups or on a one-to-one basis may provide a climate for even more effective teaching.

GENERAL INFORMATION

Introduction — Grades K-8

All students in Grades K-6 are to participate in a daily program of planned and directed physical education activities. Included in these activities is the teaching of skills, techniques, attitudes, and understandings of physical activity. The physical education program is planned around the comprehensive and specific objectives of elementary school physical education and should be reinforced by the classroom teacher. As children grow and develop, their capacities and needs change. Consequently, the percentage of time devoted to the various types of activities varies from grade to grade. When instruction is provided by an elementary physical education teacher, the average minimum daily instructional period is 30 minutes. Recess and other freeplay periods are not be substituted for physical education instruction.

Students in Grades 7 and 8 are scheduled for physical education for a minimum of 225 minutes per week. Attention is directed to the diversity of physical development and social maturity among the students. Adolescents need opportunities for self-identification, personal responsibility, and individual initiative, all of which are provided by a properly conducted physical education program. The emphasis of physical education in Grades 7 and 8 is on the development of a strong skill base, in a variety of developmental activities and team sports, upon which the student can build more complex patterns of movement.

Developmental activities are intended to increase the student's strength, endurance, cardiovascular efficiency, balance, speed, and agility. Such activities generally improve one's physical fitness. *Team sports* provide the challenge of competition while offering the students an opportunity to develop

personal and social skills of decision making, teamwork, cooperation, and leadership. Student participation in intramural games and sports is encouraged in these grades in an effort to meet more completely the needs for full and vigorous group and individual competition. The opportunity to train and further develop physical skills under qualified supervision should be available to all students in a variety of activities.

Federal Legislation Involving Physical Education

Title IX — Sex Discrimination

In 1972, the United States Department of Health, Education and Welfare passed the regulation Title IX. In brief, Title IX prohibits discrimination on the basis of sex in all educational institutions receiving federal funds. Because of its traditionally sex-segregated classes, physical education became a focal point of examination surpassed only by interscholastic athletics.

The MCPS Department of Planning and Program Development vigorously supports a well-balanced and educationally sound physical education program for all students which will in itself meet the requirements of Title IX. To date there have been many interpretations as to what constitutes full compliance. Basically the law states that instruction in physical education must be coeducational except in specified contact sports — rugby, wrestling, football, ice hockey, and boxing.

As we await more specific classification, instruction should continue to insure the safety of all students. This may be accomplished in a number of ways such as classifying according to student size and skill, and coeducational instruction incorporating segregated competition within the class. In addition, special educational programs should provide varied and vigorous coeducational programs for all students. All students will have equal access to instruction, facilities, and equipment.

The MCPS Student Involvement Policy and Grading and Evaluating Policy shall be implemented in physical education.

PL 94-142 and Section 504

Public Law 94-142 and Section 504 deal with educational opportunities available to students with handicapping conditions. Students are guaranteed the right for a total educational program in the least possible restrictive environment. In general, these two laws do apply to the same populations. However, some important differences do exist. As used in PL 94-142, the term *handicapped children* means those children who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, other health impaired, deaf-blind, multi-handicapped, or having specific learning disabilities. On the other hand, Section 504 defines a handicapped individual as one who has a physical or mental impairment that substantially limits one or more of the person's major life activities; has a record of such impairment; or is regarded as having such an impairment. The first part of the Section 504 definition refers to the same groups and individuals as are referred to in PL 94-142. It should be noted that neither law suggests or implies that an individual solely by nature of a handicapping condition is governed by its provisions. Regardless of their handicapping condition, children who do not need special education or especially designed programs are not eligible for services under PL 94-142. Only individuals with physical or mental impairments that substantially limit one or more of the person's major life activities are intended and covered by Section 504.

MCPS is working with local, state, and federal agencies to train physical education staff to deliver the most appropriate and effective program for each individual student under the provisions of PL 94-142 and Section 504.

PROGRAM DESCRIPTION

Grades K-2

Activities which enable children to develop fundamental skills and to express themselves creatively through bodily movement are of extreme importance to students in this grade span. A great portion of the physical education instruction in these grade levels is devoted to rhymthic activities and games of low organization; e.g., games which provide a great deal of activity with minimal time spent in organization. Stunts, tumbling, and gymnastics are also a major part of the program at this level. Another approach to helping children with their total development is variously referred to as *Movement Education, Basic Movement, or Movement Exploration.* They all mean — learning to move and moving to learn through an exploratory approach. Physical education teachers are devoting an increasing amount of time to this approach and to perceptual motor development especially at this level.

Upon completion of Grade 2, the child should be able to:

- perform movement skills such as walking, skipping, hopping, galloping, running, bending, stretching, crawling, sliding, pushing, pulling, leaping, jumping, and climbing
- perform basic movement skills to appropriate rhythms
- begin to improve in perceptual motor skills
- participate in domestic and foreign folk dances as well as in free and creative rhythms and dance activities
- begin to play cooperatively with others, and develop an understanding and respect for the rights of others

Grades 3-4

There is continued participation in the activities of the previous years but there is also an increased emphasis on the skill level of the activities. A large percentage of time is devoted to stunts, both individual and dual; tumbling; and apparatus work. Near the end of this level, children begin to participate in physical fitness testing and more organized team games such as relays. When time permits, children who are in need of motor skill work are given additional time by the physical education specialist. Rhymthic activities are continued, with more emphasis placed on folk and square dancing.

Upon completion of Grade 4, the student should be able to:

- demonstrate an improvement in perceptual motor skills
- perform intricate folk and square dances
- have a better understanding of team play, and be able to work as a member of a group to accomplish a common goal
- follow the rules of a game and appreciate the performance of others and one's self
- have a better understanding and appreciation of personal physical fitness

Grades 5-6

Students at this level demonstrate greater interest in the improvement of their own skills; hence, there is a greater emphasis on the technical aspects of the skills and activities introduced at earlier levels. Participation in rhythms and folk and square dance is continued, but the dances require a much higher degree of skill. Physical fitness is continued and students are able to compare their performance against

their past performance as well as national norms. Increased time is devoted to team activities. There is a greater interest in competition through which fair play and sportsmanship are developed.

Upon completion of Grade 6, the student will be able to:

- demonstrate increased physical skills and coordination to a degree that he/she can successfully participate at a beginning level in any chosen sport or activity
- perform advanced folk and square dances as well as some contemporary dances
- understand and appreciate the value of group efforts through participation in team games
- demonstrate an attitude of good sportsmanship
- understand and practice proper safety habits and use of equipment and supplies
- enjoy and practice physical skills as a leisure time activity
- understand the meaning of personal physical fitness in relation to one's own well-being, and show a desire to improve in this area

Physical Education — Grade 7
7601

In Grade 7, students are offered units in gymnastics; wrestling; circuit training; track and field; physical fitness testing; rhythmic activities; and dance. They are also offered various organized team games such as soccer; flag or touch football; basketball; field hockey; volleyball; and softball. Each student is required to participate in the physical program in this grade. Activities are provided in a non-competitive setting so that the student has the opportunity to improve his/her skill level before being required to participate with students who are more skilled or less so. Students are urged to participate in intramural programs, in which additional opportunities for skill development in all program areas are available.

Physical Education — Grade 8
7602

In Grade 8, all students receive continued instruction and experiences to develop skills and knowledge associated with the units of Grade 7. When possible, an effort is made to enrich the program by offering additional individual activities such as archery, badminton, dance, golf, and tennis. Additional opportunities are available for intramurals and extramural activities at this level. A great deal of emphasis is placed on individual fitness and social cooperation, including individual responsibilities and the respect for the rights of others.

Upon completion of Physical Education — Grade 8, the student should be able to:

- demonstrate at least a beginning level and strive toward the intermediate level of skills in team, dual, and individual developmental activities
- combine a basic knowledge of rules and strategy in dual and team play
- know and practice the rules of safety in all activities in which he/she participates
- recognize his/her level of physical fitness and work for improvement in deficient areas
- consistently exhibit the qualities of good sportsmanship, teamwork, and cooperation

MCPS INSTRUCTIONAL GUIDES FOR PHYSICAL EDUCATION, K-8

Elementary Gymnastics, Grades K-6, Bulletin No. 223, 1969.
Physical Education, Grades K-6, Bulletin No. 196, 1966.
Physical Education Instructional Guide, Grades 7-12 (identifies program for Grades 7 and 8).